Internet Safety Heroes

Ages 10-12 | Digital Explorers

Practice passwords, careful link choices, and privacy with a trusted adult.

How to use this guide

Read each section, complete its four lab steps, then answer the questions in the online course. The online progress bar advances only after four correct answers.

Section 1: Privacy

LEARNING GOAL: Privacy. Your finished work should demonstrate: A privacy checklist you can use before sharing.

EXPLAIN THE CONCEPT: Your address, school, location, and passwords are personal details. Pause before sharing them in games or forms. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Write a list of five pieces of information a game might request. 2. Circle the items that could identify or locate you. 3. For each circled item, write Ask a trusted adult. 4. Show the list to a trusted adult without including real private details. Finished result: A privacy checklist you can use before sharing.

RECOGNIZE WHAT INFORMATION REVEALS: Personal information can identify, contact, or locate someone. A school name, address, live location, photograph, and password have different risks, but all deserve care. Even details that seem harmless can reveal more when combined. A nickname and favorite color do not make it safe to add a home address to a public profile.

WORKED PRETEND FORM: A fictional game asks for a display name, favorite creature, school, and street address. Use an invented display name and creature for this paper exercise. Mark school and address Ask a trusted adult. Do not complete a real form to test your answer. Ask why the service needs each detail and who would see it.

CHANGE THE AUDIENCE: A message sent to one friend can be forwarded or captured. Before sharing a picture, look for names, uniforms, addresses, or location clues in the background. For class evidence, draw a pretend profile instead of photographing a real child or copying a private account.

CHECK YOUR REASONING: Does a private label guarantee nobody can copy a message? No.

Choose what to share carefully and involve a trusted adult; a setting does not remove every risk.
GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.
SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.
REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A privacy checklist you can use before sharing.

Investigate with pictures and choices

A public profile asks for your school and home address.
Which choice protects privacy?
1. Share a parent password instead
2. Leave unnecessary personal fields out
3. Add every detail for strangers

Worked reasoning

Answer: Leave unnecessary personal fields out. Share only information needed for an approved purpose, with parent guidance.

Try a changed example

Compare a fictional nickname with an identifying address.

Picture and meaning matches

Privacy: Limits personal sharing
Passphrase: Protects an account
Check request: Uses a trusted route

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.
A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed. Choose this foundation practice only when it fits the learner goal.

More practice: explain your safety decision

Follow a new pretend story

Imagine that Jo is building a pretend game profile for a character named Comet. The paper form asks for an imaginary pet, a school badge, a street, and a photo with a house number in the background. Jo notices that the form does not say password anywhere. Does that make every field suitable to share? Pause and inspect each request before deciding.

Understand why the choices matter

Private information can be a detail you type or a clue inside a picture. A school badge can identify a school; a house number with other clues can help locate someone. Several small clues can also reveal more together than they appear to reveal alone. You do not have to work out exactly who could discover what before asking for help. When a request could identify, contact, or locate you, pause and use your agreed trusted-adult route. Do not gather real examples from your own home or school for this activity.

Try one action at a time

1. Draw four blank field cards labeled imaginary pet, school badge, street, and background photo. Use simple symbols instead of real details.
2. Place a PAUSE card beside the badge, street, and photo. Explain the clue each one could reveal. A pretend pet is less identifying in this paper story, but that is not permission to fill in a real online form.
3. Create a pretend safer picture by removing the identifying background. Describe the change without taking or uploading a real photograph.
4. Practice one help request: "This form asks for something that may identify me. Can you help me check it?" Point to the relevant card if you do not want to speak.

Pause and choose

The street field disappears, but the form now asks for a live-location pin. What should Jo do?

1. Pause and ask the agreed trusted adult before sharing location.

2. Share it because an icon is not personal information.
3. Send a different real location to test the form.

Check after your attempt

The request changed its appearance, but it still asks where someone is. A symbol can reveal information just as typed words can. Testing with real information adds exposure without verifying the request.

Change the situation and compare

Now the photo contains only an original drawing with no identifying background. Which specific concern changed? The background clue is removed in this pretend example. Other questions remain: who is asking, why the image is needed, and what the family-approved sharing plan allows. Explain the narrower improvement without calling every possible upload safe.

Use your trusted-adult help plan

If something has already been shared, stop interacting and tell a trusted adult as soon as you can. You do not need to solve it alone or hide it because you feel embarrassed. An adult can help review the account and decide what to remove, report, or change. This lesson does not ask you to revisit a suspicious page.

Show what you can explain

Make a privacy checklist with categories, reasons to pause, and an adult-help action. Use role labels such as Parent or Teacher, not real contact information. A drawing, symbol sequence, typed note, spoken explanation, or usual communication tool can demonstrate the reasoning.

My notes: _____

Hands-on lab

1. Write a list of five pieces of information a game might request.
2. Circle the items that could identify or locate you.
3. For each circled item, write Ask a trusted adult.
4. Show the list to a trusted adult without including real private details.

Finished result: A privacy checklist you can use before sharing.

Check your understanding

1. Which idea best describes Privacy?

A. It has no purpose in this project.

B. Long, unique passphrases and an extra sign-in step help protect accounts.

C. Your address, school, location, and passwords are personal details.

D. Unexpected prizes and urgent requests can be tricks.

2. What is the first step in this lab?

A. Show the list to a trusted adult without including real private details.

B. Circle the items that could identify or locate you.

C. For each circled item, write Ask a trusted adult.

D. Write a list of five pieces of information a game might request.

3. What should you do after step two?

A. For each circled item, write Ask a trusted adult.

B. Circle the items that could identify or locate you.

C. Show the list to a trusted adult without including real private details.

D. Write a list of five pieces of information a game might request.

4. Which result shows that your lab is finished?

A. A blank page with no work

B. A privacy checklist you can use before sharing.

C. A copied answer without checking it

D. A skipped lab

Answer review

1. C. Your address, school, location, and passwords are personal details.

2. D. Start with: Write a list of five pieces of information a game might request.

3. A. Step three is: For each circled item, write Ask a trusted adult.

4. B. The goal is: A privacy checklist you can use before sharing.

Section 2: Passwords

LEARNING GOAL: Passwords. Your finished work should demonstrate: A safe example of a strong passphrase.

EXPLAIN THE CONCEPT: Long, unique passphrases and an extra sign-in step help protect accounts. Never put a real password in a class project. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Invent a pretend account name. 2. Write a sample passphrase using four unrelated words. 3. Check that you have not used your real password or personal details. 4. Explain to a trusted adult why a unique passphrase helps.

Finished result: A safe example of a strong passphrase.

SEPARATE LENGTH FROM REUSE: A passphrase uses several words to form a longer secret. It should be hard for another person to guess and unique to its account. A long

secret reused on two accounts still creates a problem: if one account exposes it, someone may try it on the other. Never use a password printed in a lesson for a real account.

WORKED FICTIONAL ACCOUNTS: Draw Account A and Account B on paper. Put the same pretend word card beneath both. Show how learning that one card would reveal both secrets. Replace the cards with different invented examples to demonstrate uniqueness. Keep actual family passwords out of the demonstration and do not ask a friend to show theirs.

ADD ANOTHER CHECK: An extra sign-in step can help protect an account even when a password is exposed. A trusted adult should help manage account security and recovery. An unexpected request for a sign-in code is a warning: do not share the code with someone who contacts you, even if they claim to be support.

CHECK YOUR REASONING: Which is safer: reusing one long secret everywhere or using different strong secrets? Different strong secrets limit the damage of one exposed account. Ask an adult about a suitable password manager.

GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.

SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.

REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.

PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A safe example of a strong passphrase.

Investigate with pictures and choices

Two accounts use the same passphrase.

What improves account protection?

1. Use a different strong passphrase for each
2. Add a public birthday to both
3. Tell a friend both passphrases

Worked reasoning

Answer: Use a different strong passphrase for each. Unique credentials reduce the impact of one account compromise.

Try a changed example

Explain a password manager with a trusted adult using no real credentials.

Picture and meaning matches

Privacy: Limits personal sharing

Passphrase: Protects an account

Check request: Uses a trusted route

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool. A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed. Choose this foundation practice only when it fits the learner goal.

More practice: explain your safety decision

Follow a new pretend story

Two pretend characters use Moon Game and Art Club. On paper, one character uses the same example phrase for both accounts. The other uses a different example for each. A story card says the Moon Game phrase became known. Do not use an actual account or any secret from your family. The printed classroom phrases are public examples and must never become real passwords.

Understand why the choices matter

A unique secret limits reuse across accounts: knowing one should not automatically provide the same secret for another. A longer phrase made from unrelated words can illustrate length, but an example is not strong merely because a worksheet labels it strong. If it is printed, shared, predictable, or reused, it does not act like a private new secret. Real account setup and recovery belong with the service's supported process and the family's agreed adult help. This activity teaches the reason for uniqueness without collecting passwords.

Try one action at a time

1. Draw two pretend account boxes and give each a different public word-card example. Mark both examples PRACTICE ONLY.
2. Place the "became known" card on the Moon Game example. Show whether that exact example also matches Art Club.
3. Repeat with identical examples in both boxes and compare how many pretend accounts are affected by the match. Then restore distinct examples.
4. Add a second-step sign-in card. Explain that an extra check can add protection, while a surprising request for a code still needs adult review.

Pause and choose

A pretend message says, "Send me the sign-in code so I can protect your account." What is the safer next action?

1. Keep the code out of the message and ask an agreed trusted adult through a known route.
2. Reply with the code because it is shorter than the password.
3. Send the worksheet’s example as a real account password.

Check after your attempt

A sign-in code can be part of account access. A message claiming to help does not establish that its sender should receive it. Protect the code and have an adult check the request independently; do not approve a sign-in you did not initiate.

Change the situation and compare

Change the story so the Moon Game phrase is different, but Art Club still uses a public classroom example. The two secrets no longer match, yet the public example remains unsuitable as a real secret. Explain why uniqueness and privacy are separate checks rather than treating one improvement as proof of complete protection.

Use your trusted-adult help plan

If an actual account has a suspicious sign-in prompt or a secret may have been exposed, stop and tell your trusted adult. Do not paste it into the course, an AI helper, a project, or a chat to ask whether it is good. The adult can help use the account’s normal recovery and protection settings. No live password changes are required for this lesson.

Show what you can explain

Keep a comparison drawing showing distinct versus reused pretend examples, one explanation of a second sign-in check, and a safe help action. Show the idea with

tokens, pointing, drawing, typing, speech, or your communication tool. An adult may read the cards aloud without choosing the answer.

My notes: _____

Hands-on lab

1. Invent a pretend account name.
2. Write a sample passphrase using four unrelated words.
3. Check that you have not used your real password or personal details.
4. Explain to a trusted adult why a unique passphrase helps.

Finished result: A safe example of a strong passphrase.

Check your understanding

1. Which idea best describes Passwords?

A. Long, unique passphrases and an extra sign-in step help protect accounts.

B. Unexpected prizes and urgent requests can be tricks.

C. It has no purpose in this project.

D. Your address, school, location, and passwords are personal details.

2. What is the first step in this lab?

A. Check that you have not used your real password or personal details.

B. Invent a pretend account name.

C. Explain to a trusted adult why a unique passphrase helps.

D. Write a sample passphrase using four unrelated words.

3. What should you do after step two?

A. Explain to a trusted adult why a unique passphrase helps.

B. Invent a pretend account name.

C. Check that you have not used your real password or personal details.

D. Write a sample passphrase using four unrelated words.

4. Which result shows that your lab is finished?

A. A copied answer without checking it

B. A skipped lab

C. A blank page with no work

D. A safe example of a strong passphrase.

Answer review

1. A. Long, unique passphrases and an extra sign-in step help protect accounts.
2. B. Start with: Invent a pretend account name.
3. C. Step three is: Check that you have not used your real password or personal details.
4. D. The goal is: A safe example of a strong passphrase.

Section 3: Scam spotting

LEARNING GOAL: Scam spotting. Your finished work should demonstrate: A marked-up example with two safe choices.

EXPLAIN THE CONCEPT: Unexpected prizes and urgent requests can be tricks. Do not open a surprising link; check through a familiar app or ask a trusted adult. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Draw a pretend prize message on paper. 2. Underline its urgent words and unexpected link. 3. Write two safer actions beside the message. 4. Practice asking a trusted adult before opening it. Finished result: A marked-up example with two safe choices.

NOTICE THE REQUEST: A scam message tries to make you do something useful to the sender: open a link, send information, pay, or reveal a code. Urgency and prizes can distract you from checking the request. A familiar name or logo is not proof that a message is genuine. You can stop before acting even if you are unsure.

WORKED PRIZE MESSAGE: On paper, write: You won a console! Send your sign-in code in five minutes. Underline the prize, the deadline, and the requested code. The safe response is to stop and show a trusted adult. Do not reply to test whether the sender is real and do not visit the message link.

CHECK THROUGH A SEPARATE ROUTE: If a message claims there is an account problem, ask an adult to open the familiar app or a trusted saved address independently. A message can also contain correct spelling and still be deceptive. Judge the request and verify its source rather than relying on one visual clue.

IF YOU ALREADY CLICKED: Tell a trusted adult promptly and explain what you opened or shared. Do not hide the mistake or keep responding. The adult can help report the message and use the service’s official recovery steps.

GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.

SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.

REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve?

Answer in your own words before taking the quiz.

PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A marked-up example with two safe choices.

Investigate with pictures and choices

A prize message pressures you to act now.

What should you do?

1. Click because it has a logo
2. Forward the request widely
3. Pause and verify through a trusted route

Worked reasoning

Answer: Pause and verify through a trusted route. Urgency and branding do not prove a message is genuine.

Try a changed example

Change the logo while keeping the same request and compare the warning signs.

Picture and meaning matches

Privacy: Limits personal sharing

Passphrase: Protects an account

Check request: Uses a trusted route

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.

A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

More practice: explain your safety decision

Follow a new pretend story

On a paper card, a pretend game helper writes: "Your team loses its prize in five minutes. Open this new link and sign in now." A second card adds a familiar-looking

logo and Jo’s display name. Neither card contains a working link. The story lets you notice pressure without visiting any page or testing a real message.

Understand why the choices matter

Separate what a message claims from what you have checked. A logo, display name, reward, or countdown can make a request feel familiar or urgent; it does not by itself establish the sender’s identity or right to request sign-in information. You can choose a safer response without first proving that every message is a scam. Pausing creates time to check through a familiar, independent route with your trusted adult. Using the message’s own new link or reply address would leave the unverified message in charge of its own check.

Try one action at a time

1. Underline three parts of the paper message: what it wants you to do, what it promises or threatens, and how it pressures you to act quickly.
2. Place STOP beside the requested sign-in action. Do not copy or construct an active link.
3. Practice CLOSE as moving attention away from the card and not interacting further. On a real device, ask an adult for help if you are unsure which control safely leaves the message; do not press buttons inside an unfamiliar pop-up.
4. Practice TELL by using an agreed adult-help route. Explain that the adult can open the familiar game independently if checking is needed.

Pause and choose

The new card knows Jo’s display name and shows the usual logo. Has that established that Jo should use its sign-in link?

1. No. Keep the pause and check independently with a trusted adult.
2. Yes. A display name proves the sender controls the real service.
3. Yes, if the countdown has almost finished.

Check after your attempt

Names and pictures can be copied or already visible. The action requested still needs review. Urgency is a reason to slow down, not a reason to hand over the decision to the message.

Change the situation and compare

Now remove the prize and countdown. The message politely asks for the same sign-in action through an unfamiliar link. Which clues changed and which concern remains?

The pressure clues are gone, but the requested action and unverified route remain. A message need not contain spelling errors, threats, or a prize to deserve careful checking.

Use your trusted-adult help plan

If a message is upsetting, mean, or keeps returning, tell a trusted adult. The adult can help use the service's blocking or reporting tools where appropriate. Do not reply to challenge the sender, forward private details, or investigate alone. If you already clicked, stop and ask for help; you can explain what happened without reopening the page.

Show what you can explain

Make a three-part STOP, CLOSE, TELL card and a marked-up pretend message. Add one sentence or symbol sequence explaining why independent checking is different from replying to the sender. You may draw, point, type, explain aloud, or use your usual communication tool. A live scam test is not part of the task.

My notes: _____

Hands-on lab

1. Draw a pretend prize message on paper.
2. Underline its urgent words and unexpected link.
3. Write two safer actions beside the message.
4. Practice asking a trusted adult before opening it.

Finished result: A marked-up example with two safe choices.

Check your understanding

1. Which idea best describes Scam spotting?

A. Unexpected prizes and urgent requests can be tricks.

B. Long, unique passphrases and an extra sign-in step help protect accounts.

C. It has no purpose in this project.

D. Your address, school, location, and passwords are personal details.

2. What is the first step in this lab?

A. Write two safer actions beside the message.

B. Draw a pretend prize message on paper.

C. Practice asking a trusted adult before opening it.

D. Underline its urgent words and unexpected link.

3. What should you do after step two?

A. Practice asking a trusted adult before opening it.

B. Draw a pretend prize message on paper.

C. Write two safer actions beside the message.

D. Underline its urgent words and unexpected link.

4. Which result shows that your lab is finished?

A. A copied answer without checking it

B. A skipped lab

C. A blank page with no work

D. A marked-up example with two safe choices.

Answer review

1. A. Unexpected prizes and urgent requests can be tricks.

2. B. Start with: Draw a pretend prize message on paper.

3. C. Step three is: Write two safer actions beside the message.

4. D. The goal is: A marked-up example with two safe choices.

Section 4: Guided Project & Worked Examples

COURSE INVESTIGATION: Check through a separate route

YOUR PRACTICE INPUT: A pretend club message says a payment failed and asks for a password at a new link. The club's familiar page has no such notice.

WHY IT WORKS: Urgency and familiar branding are claims, not authentication. Use a known bookmark or ask a trusted adult through a familiar contact.

PLAN BEFORE YOU ACT: Draw or write the starting state, the question you need to answer, and the evidence you expect to see. A paper trace is acceptable; label it as a prediction unless you actually run a test.

WORK THE CASE: Mark the request, pressure tactic, and claimed identity. Write a report that includes no real password and does not open the supplied link.

COMPARE WITH THE EXPECTED RESULT: The report separates what the message says from what has actually been verified. It does not reply with credentials.

EXPLAIN YOUR REASONING: Show the connection between the supplied input, each decision, and your result. If a number, label, or observation differs, return to the first differing step rather than changing several things together.

KEEP YOUR EVIDENCE: Save the initial plan, a drawing or sanitized output, and one explanation of what the result does and does not prove. Use pointing, speech, drawing, typing, or your usual communication method.

LEARNING GOAL: Guided Project & Worked Examples. Your finished work should demonstrate: A completed guided project with documented evidence: Safety plan,

Scam-analysis worksheet, Account-protection checklist, Decision explanations.
EXPLAIN THE CONCEPT: Review the course concepts through two applied examples. Compare a reused short password with a unique multi-word passphrase without using any real password. Mark urgency, suspicious links, unexpected attachments, and information requests in a pretend scam. Guided project: Create a personal online-safety plan covering passwords, MFA, privacy, scams, blocking/reporting, and trusted adults. Work with synthetic or fictional information and ask an adult for help when appropriate. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.
ORIGINAL PROJECT LAB: 1. Read both worked examples and explain the reasoning. 2. Create a personal online-safety plan covering passwords, MFA, privacy, scams, blocking/reporting, and trusted adults. 3. Record the steps you completed and the result you observed. 4. Compare your result to the goal and correct one issue.
Finished result: A completed guided project with documented evidence: Safety plan, Scam-analysis worksheet, Account-protection checklist, Decision explanations.
BUILD A SAFETY DECISION CARD: Use three fictional cases: a game form asks for a school; a player requests a sign-in code; a prize message demands an urgent link click. For each, record the requested action, what could be exposed, a safe first response, and the trusted adult you would ask. No real account is needed.
WORKED COMPARISON: For the school request, pause before sharing because the answer can identify you. For the sign-in code, refuse to share it because it could help someone enter an account. For the prize link, avoid the link and ask an adult to check separately. All three use a pause, but the reasons differ.
TEST YOUR CARD: Ask a helper to change the prize sender to a familiar name. Does the name make sending a code safe? No: accounts and identities can be impersonated. Add a note that a familiar appearance does not replace verification.
KEEP USEFUL EVIDENCE: Save your fictional cases and explanations. A strong safety card says what to do and why; it does not list real secrets, addresses, or private screenshots.
GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.
SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave

respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.
REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A completed guided project with documented evidence: Safety plan, Scam-analysis worksheet, Account-protection checklist, Decision explanations.

Investigate with pictures and choices

You are writing an online-safety plan.
Which step makes it usable?
1. Promise that scams are obvious
2. Name how to get help before trouble
3. Require sharing every secret

Worked reasoning

Answer: Name how to get help before trouble. A useful plan includes clear actions and a trusted helper.

Try a changed example

Rehearse the plan with a fictional message.

Picture and meaning matches

Privacy: Limits personal sharing
Passphrase: Protects an account
Check request: Uses a trusted route

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool. A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed. Choose this foundation practice only when it fits the learner goal.

More practice: explain your safety decision

Follow a new pretend story

Build a paper safety desk for a pretend game club. It receives four messages: a prize request for a password; a badge request for a school name; an invitation to move a chat to an unfamiliar private app; and a reminder that can be checked in the family's familiar approved app. None is a real message. Your job is to explain a response, not to guess a hidden malicious-or-safe label from its appearance.

Understand why the choices matter

A useful plan joins four things: the request, the information or action involved, the next response, and the independent helper. "Ask someone" is incomplete if the only helper named is the unverified sender. "Looks safe" is incomplete if you cannot explain the permitted action. Review each message's actual request. A reminder that can be checked through an approved route does not make every attached link trustworthy; it gives you a separate way to verify the information. When the evidence is incomplete, needs-adult-review is a useful honest category.

Try one action at a time

1. Draw a four-column table: Request; What it involves; My next action; My agreed helper. Use adult roles rather than real names or contact details.
2. Complete the password row together: account secret; do not send it; use the agreed adult-help route. Explain why the prize does not create a need for the secret.
3. Complete the school, private-chat, and reminder rows. For the reminder, describe checking through the independently familiar route rather than using the message's link.
4. Ask a partner to read one row and follow its reasoning. Revise a vague instruction such as be careful into a concrete action such as do not enter information and ask the agreed adult.

Pause and choose

One row says, "Ask the prize-message sender whether it is safe to give them the password." What should change?

1. Choose an independently agreed trusted adult and keep the secret out of the reply.
2. Keep the sender as the checker because they wrote the message.

3. Send half the real password as a trial.

Check after your attempt

The sender's reassurance is still part of the unverified request. An independently trusted helper can help check without first disclosing information. Sending part of a real secret is still disclosure, not verification.

Change the situation and compare

Change only the prize row: it now asks for live location rather than a password. Update the information category and reason while preserving the pause and independent-help steps. Then change the reminder to include a surprising attachment. Explain why an earlier familiar context does not automatically make this new action approved.

Use your trusted-adult help plan

Agree on more than one help route before using a real service. If the first trusted adult is unavailable, use another agreed adult rather than asking the message sender to fill that role. A child can ask for help using a gesture, a prepared card, a typed sentence, speech, or their usual communication device. No child must explain in one particular way to deserve help.

Show what you can explain

Keep the four fictional rows, two revised rows, and one partner-review note. The note should describe what became clearer; it is not proof that a real account or device was tested. Do not place actual passwords, phone numbers, school names, photographs, or working links in the plan.

My notes: _____

Hands-on lab

1. Read both worked examples and explain the reasoning.
2. Create a personal online-safety plan covering passwords, MFA, privacy, scams, blocking/reporting, and trusted adults.
3. Record the steps you completed and the result you observed.
4. Compare your result to the goal and correct one issue.

Finished result: A completed guided project with documented evidence: Safety plan, Scam-analysis worksheet, Account-protection checklist, Decision explanations.

Check your understanding

1. Which idea best describes Guided Project & Worked Examples?

A. Your address, school, location, and passwords are personal details.

B. Review the course concepts through two applied examples.

C. Long, unique passphrases and an extra sign-in step help protect accounts.

D. It has no purpose in this project.

2. What is the first step in this lab?

A. Create a personal online-safety plan covering passwords, MFA, privacy, scams, blocking/reporting, and trusted adults.

B. Record the steps you completed and the result you observed.

C. Read both worked examples and explain the reasoning.

D. Compare your result to the goal and correct one issue.

3. What should you do after step two?

A. Create a personal online-safety plan covering passwords, MFA, privacy, scams, blocking/reporting, and trusted adults.

B. Compare your result to the goal and correct one issue.

C. Read both worked examples and explain the reasoning.

D. Record the steps you completed and the result you observed.

4. Which result shows that your lab is finished?

A. A completed guided project with documented evidence: Safety plan, Scam-analysis worksheet, Account-protection checklist, Decision explanations.

B. A copied answer without checking it

C. A skipped lab

D. A blank page with no work

Answer review

1. B. Review the course concepts through two applied examples.

2. C. Start with: Read both worked examples and explain the reasoning.

3. D. Step three is: Record the steps you completed and the result you observed.

4. A. The goal is: A completed guided project with documented evidence: Safety plan, Scam-analysis worksheet, Account-protection checklist, Decision explanations.

Section 5: Independent Challenge & Mastery

INDEPENDENT TRANSFER CASE: Check through a separate route

KEEP THE ORIGINAL BASELINE: A pretend club message says a payment failed and asks for a password at a new link. The club’s familiar page has no such notice.

CHANGE ONE CONDITION: The sender displays a coach’s name. A display name can be copied; independent checking is still needed.

YOUR TASK: Mark the request, pressure tactic, and claimed identity. Write a report that includes no real password and does not open the supplied link.

PREDICT, THEN CHECK: State which part of your original reasoning should remain true and which part must be recalculated or retested. Keep the original and changed results side by side.
REVIEW CRITERIA: The report separates what the message says from what has actually been verified. It does not reply with credentials.
MENTOR DISCUSSION: Explain why the changed condition matters. Identify a tempting wrong conclusion, show the observation that would challenge it, and choose one next test. A statement of uncertainty is better than inventing a result.
PORTFOLIO NOTE: Keep your baseline, changed input, prediction, observed or paper-traced result, explanation, and one improvement. These practice prompts do not replace the course's existing quiz or final assessment.
LEARNING GOAL: Independent Challenge & Mastery. Your finished work should demonstrate: An independent demonstration with evidence: Safety plan, Scam-analysis worksheet, Account-protection checklist, Decision explanations.
EXPLAIN THE CONCEPT: Apply what you learned without copying the guided solution. Independent challenge: Triage four pretend messages as safe, suspicious, or needs-adult-review and justify each decision. Safety and responsibility: A gaming friend asks for your school, phone number, photo, or private chat. Do not share; block/report when appropriate and tell a trusted adult. Reflect on your work: What did you build or discover? What did you test or change after feedback? What safe or responsible choice did you make? Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.
ORIGINAL PROJECT LAB: 1. Explain the challenge and make a short plan. 2. Triage four pretend messages as safe, suspicious, or needs-adult-review and justify each decision. 3. Test the result and record evidence of your work. 4. Review the safety scenario and describe one improvement. Finished result: An independent demonstration with evidence: Safety plan, Scam-analysis worksheet, Account-protection checklist, Decision explanations.
SOLVE A NEW CASE: Invent a fictional player who offers game points in exchange for a screenshot of your account settings. Identify what the screenshot might reveal before deciding what to do. Do not use a real account screenshot. Explain a safe refusal and how you would involve a trusted adult.

TEST A CHANGED CONDITION: Now the player says a friend already sent the screenshot. Does that change the privacy risk? No. Another person's action does not make your information safe to share. State which information you would protect and which independent route an adult could use to verify a genuine account request.
SHOW MASTERY: Present one privacy decision, one explanation of unique passwords, and one scam response. Use your own words. A helper can ask why a long reused password remains risky or why a polished message can still be deceptive.
REPAIR WITHOUT BLAME: If you make a wrong choice in the practice, identify the clue you missed and revise the response. Asking for help after a mistake is part of safe behavior, not a failure to learn.
GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.
SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.
REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: An independent demonstration with evidence: Safety plan, Scam-analysis worksheet, Account-protection checklist, Decision explanations.

Investigate with pictures and choices

A friend account sends an unusual request for money.
What is a safe check?
1. Contact the friend by an established separate route
2. Assume the account cannot be stolen
3. Reply with your card details

Worked reasoning

Answer: Contact the friend by an established separate route. An account can be impersonated or compromised. Verify the request independently.

Try a changed example

Explain what evidence would and would not establish identity.

Picture and meaning matches

Privacy: Limits personal sharing

Passphrase: Protects an account

Check request: Uses a trusted route

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool. A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed. Choose this foundation practice only when it fits the learner goal.

More practice: explain your safety decision

Follow a new pretend story

A partner gives you a new paper scenario that you have not rehearsed: a pretend gaming friend asks for a school photo and says, "Keep this between us." The card contains no real photograph, name, or link. Use your safety plan to reason through the request. You do not need to determine who the person really is before protecting your information and asking for help.

Understand why the choices matter

Transfer means using the same reasoning when surface details change. Identify what the request involves, whether it could identify or locate someone, what action you can safely choose now, and who can help through an independently agreed route. A request to hide an interaction from trusted adults is a reason to seek help rather than a rule you must obey. Feeling worried, interested, or embarrassed does not take away your right to stop. The learning goal is a clear supported response, not a perfect guess about the sender’s motives.

Try one action at a time

1. Without looking at the worked solution, mark the requested photo and the request for secrecy. Use symbols if you prefer not to write.
2. Make a short plan: do not send the photo, stop interacting, and tell an agreed trusted adult through a familiar route.

3. Explain what information a school photo might reveal. Keep the discussion about the pretend card; do not bring or take a real school photo.
4. Ask the partner to change one detail, then compare which part of the plan changes and which part remains. Keep a brief original-versus-changed record.

Pause and choose

The partner changes the sender to a familiar game avatar. Does the request for a school photo and secrecy now have to be followed?

1. No. Protect the information and ask the agreed adult for help.
2. Yes. A familiar avatar proves the request is appropriate.
3. Only if the sender promises not to share it.

Check after your attempt

An avatar or a promise does not establish that the request should be followed. The requested disclosure and secrecy still need adult-supported review. You may stop even when the sender seems familiar.

Change the situation and compare

For a second challenge, the pretend child has already sent the photo and feels worried. Explain the next action without blaming the child: stop further interaction and tell a trusted adult promptly. Do not promise that closing an app removes every copy. The adult can help decide what to report, remove, or secure. Seeking help is still useful after a mistake; it is not a test you have failed forever.

Use your trusted-adult help plan

Rehearse a help message such as, "Something online made me unsure. I need help, and I can show or describe it." Pointing to a help card or using a communication tool is equally valid. A trusted adult should listen and help with the next steps. If you are not heard, try another agreed trusted adult. No recording or public sharing of the child’s explanation is required.

Show what you can explain

Show your independent plan, the detail your partner changed, the reasoning that stayed stable, and one next check. A reviewer can look for a protected private detail, a concrete stop action, an independent helper, and an explanation. These additional practice observations do not change the course’s existing quiz, progress, or final-assessment rules.

My notes: _____

Hands-on lab

1. Explain the challenge and make a short plan.
2. Triage four pretend messages as safe, suspicious, or needs-adult-review and justify each decision.
3. Test the result and record evidence of your work.
4. Review the safety scenario and describe one improvement.

Finished result: An independent demonstration with evidence: Safety plan, Scam-analysis worksheet, Account-protection checklist, Decision explanations.

Check your understanding

1. Which idea best describes Independent Challenge & Mastery?

A. It has no purpose in this project.

B. Your address, school, location, and passwords are personal details.

C. Apply what you learned without copying the guided solution.

D. Long, unique passphrases and an extra sign-in step help protect accounts.

2. What is the first step in this lab?

A. Review the safety scenario and describe one improvement.

B. Triage four pretend messages as safe, suspicious, or needs-adult-review and justify each decision.

C. Test the result and record evidence of your work.

D. Explain the challenge and make a short plan.

3. What should you do after step two?

A. Test the result and record evidence of your work.

B. Triage four pretend messages as safe, suspicious, or needs-adult-review and justify each decision.

C. Review the safety scenario and describe one improvement.

D. Explain the challenge and make a short plan.

4. Which result shows that your lab is finished?

A. A blank page with no work

B. An independent demonstration with evidence: Safety plan, Scam-analysis worksheet, Account-protection checklist, Decision explanations.

C. A copied answer without checking it

D. A skipped lab

Answer review

1. C. Apply what you learned without copying the guided solution.
2. D. Start with: Explain the challenge and make a short plan.
3. A. Step three is: Test the result and record evidence of your work.

4. B. The goal is: An independent demonstration with evidence: Safety plan, Scam-analysis worksheet, Account-protection checklist, Decision explanations.

Mastery & safe-use plan

Ages 10-12

Digital safety: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing.

AI literacy: Check AI claims with reliable sources, recognize synthetic content, protect private data, and disclose AI help.

Challenge: Solve a guided scenario without using real credentials or private information.

Portfolio: Finish an original game, website, safety plan, media story, or fact-check artifact.

Mastery check: Demonstrate the project, explain a decision, and correct one issue found during review.

Project worksheet

My project: Build a personal online-safety plan

Who will use or review it? _____

My plan: _____

Checkpoint 1: A privacy checklist you can use before sharing.

Checkpoint 2: A safe example of a strong passphrase.

Checkpoint 3: A marked-up example with two safe choices.

Checkpoint 4: A completed guided project with documented evidence: Safety plan, Scam-analysis worksheet, Account-protection checklist, Decision explanations.

Checkpoint 5: An independent demonstration with evidence: Safety plan, Scam-analysis worksheet, Account-protection checklist, Decision explanations.

One thing I tested: _____

One thing I changed after testing: _____

What I learned: _____

Trusted adult or mentor feedback: _____

Family review

Show your finished work to a trusted adult. Explain one thing you learned and one thing you would improve.

Beat IT Kids | For learning at home. Do not put real passwords or private details in

practice projects.